



Orangeburg 4 School District

3060 Slablanding Rd
Cope, South Carolina

Grades PK-12 District
Enrollment 4,105 Students
Superintendent Dr. Floride M. Calvert 803-534-8081
Board Chair Mr. Aaron Rudd 803-534-8081

THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	At-Risk
2008	Below Average	Good
2007	Below Average	Good
2006	Below Average	At-Risk
2005	Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

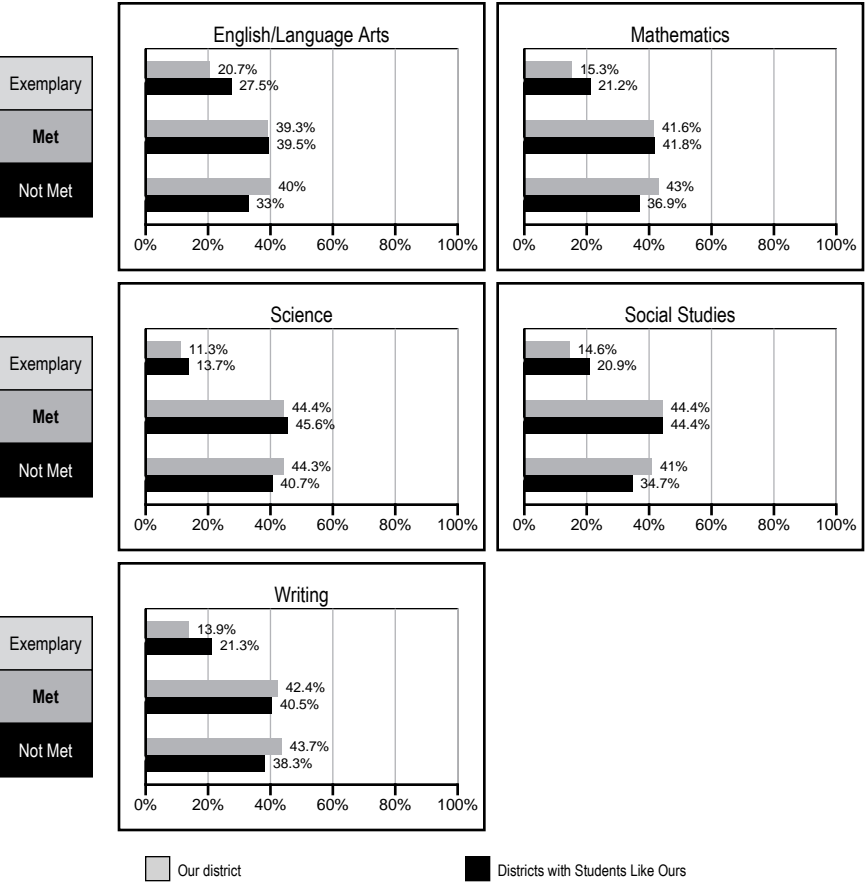
97.1%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	9	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed both subtests	67.3%	76.0%	66.8%	74.4%	75.7%	72.3%
Passed one subtest	19.3%	11.4%	16.4%	14.0%	12.7%	14.1%
Passed no subtests	13.4%	12.6%	16.8%	11.6%	11.5%	13.5%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	60.9%	72.6%
English 1	54.1%	58.8%
Physical Science	25.6%	42.4%
US History and the Constitution	26.8%	33.6%
All Subjects	41.2%	52.3%

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=4,105)				
First graders who attended full-day kindergarten	100.0%	No Change	99.7%	99.7%
Retention rate	2.6%	Down from 3.8%	3.0%	3.1%
Attendance rate	95.3%	Up from 95.1%	95.4%	95.7%
Eligible for gifted and talented	7.5%	Down from 7.7%	9.8%	11.2%
With disabilities other than speech	7.3%	Up from 7.0%	10.6%	10.6%
Older than usual for grade	4.0%	Down from 4.4%	4.2%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Down from 2.9%	0.6%	0.5%
Enrolled in AP/IB programs	5.5%	Down from 8.4%	7.4%	10.5%
Successful on AP/IB exams	N/A	N/A	40.8%	51.2%
Eligible for LIFE Scholarship	29.5%	Down from 32.8%	29.5%	30.8%
Enrolled in adult education GED or diploma programs	19	Up from 15	25	40
Completions in adult education GED or diploma programs	12	Down from 15	12	30
Annual dropout rate	2.9%	Up from 2.7%	3.1%	3.4%
Teachers (n=287)				
Teachers with advanced degrees	62.7%	Down from 67.6%	55.8%	56.8%
Continuing contract teachers	68.3%	Down from 68.6%	73.6%	76.7%
Teachers with emergency or provisional certificates	5.4%	Down from 5.6%	6.5%	4.6%
Teachers returning from previous year	85.2%	Down from 87.6%	87.4%	88.4%
Teacher attendance rate	94.8%	Down from 95.4%	94.8%	95.0%
Average teacher salary*	\$47,411	Up 1.8%	\$46,130	\$46,992
Vacancies for more than nine weeks	0.7%	Down from 1.0%	0.4%	0.4%
Professional development days/teacher	14.5 days	Down from 17.8 days	14.1 days	13.1 days
District				
Superintendent's years at district	0.5	Down from 3.0	5.0	3.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 20.5 to 1	20.5 to 1	20.5 to 1
Prime instructional time	89.5%	Up from 89.1%	89.5%	89.8%
Dollars spent per pupil**	\$9,203	Up 9.2%	\$9,203	\$9,279
Percent of expenditures for teacher salaries**	53.2%	Down from 54.2%	50.2%	52.7%
Percent of expenditures for instruction**	57.2%	Down from 58.4%	54.1%	56.7%
Opportunities in the arts	Excellent	Up from Fair	Excellent	Excellent
Number of schools	8	No Change	7	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	3.3%	3.5%
Average age in years of school facilities	16 Years	Up from 15 Years	39 Years	28 Years
Number of schools with SACS accreditation	8.0	No Change	6.0	8.0
Parents attending conferences	97.2%	Up from 90.8%	95.2%	93.9%
Average administrator salary	\$80,920	Up 0.4%	\$80,660	\$79,261

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	279	89.6%	1262	41.2%	343	75.5%	Yes
Gender							
Male	129	89.9%	607	42.8%	169	70.4%	N/A
Female	150	89.3%	655	39.7%	173	80.3%	N/A
Racial/Ethnic Group							
White	127	95.3%	572	50.7%	153	75.2%	N/A
African American	149	85.2%	670	33.3%	182	75.3%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	11	27.3%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	19	21.1%	93	12.9%	24	33.3%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	196	85.7%	880	35.5%	240	73.3%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2009

	Our District	Districts with Students Like Ours
Percent	89.6%	92.6%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	343	420
Number of Diplomas	259	313
Rate	75.5%	74.8%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	428	412	439	432	427	411	1293	1255		
State	484	482	496	496	471	467	1451	1445		
Nation	497	496	510	510	488	487	1495	1493		
ACT	English		Math		Reading		Science		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
District	17.3	15.8	18.0	17.6	18.4	16.3	18.7	17.7	18.2	17.0
State	18.9	18.9	20.1	19.9	19.7	19.7	19.6	19.7	19.7	19.7
Nation	20.6	20.6	21.0	21.0	21.4	21.4	20.8	20.9	21.1	21.1

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School District Governance

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	12.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

The Education Accountability Act of 1998 requires that each district in the state issue a report card indicating the performance of its students, as well as other important indicators that directly impact student performance. This report card indicates a quality rating for both absolute performance (what students did this year as compared to state standards) and improvement performance (students' progress over time). This year's report card is for the 2008-09 school year, and this narrative was written prior to the district receiving test data or ratings for the 2008-09 school years.

Orangeburg Consolidated School District Four continues to earn a "Good" growth rating on the annual school report card. The increase in our District high school graduation rate was more than 10 percent. The percentage increased to 80.7 percent from 69.8 percent. For the second year, our District has been recognized for substantial improvement in the achievement of students belonging to historically underachieving groups of students (HUGS) for the Palmetto Achievement Challenge Test (PACT).

Many of our schools continue to make great strides in improving student achievement. Branchville High School, Cope Area Career Center, and Hunter-Kinard-Tyler High School made Adequate Yearly Progress (AYP). All four of our high schools, Branchville High School, Cope Area Career Center, Hunter-Kinard-Tyler High School, and Edisto High School, earned Palmetto Gold awards. Lockett Elementary School earned a Palmetto Silver award, as well as the prestigious Red Carpet Award.

Orangeburg Consolidated School District Four continues to implement many tried and proven initiatives and has offered several new ones. High school students at risk of dropping out have the opportunity to participate in afternoon and evening online courses. A pre-engineering program, Project Lead the Way, is available at the Cope Area Career Center. A Middle College program is available for juniors and seniors. We are one of the few districts in South Carolina which provide a full 4K Program for all students, Child Development Education Pilot Program (CDEPP). In kindergarten through twelfth grade there is focus on literacy and writing. Our teacher coaches and teachers work with small groups in reading and writing. In many of our schools, Compass Learning, Apex, Accelerated Reader, and Accelerated Math software is used to augment instruction. In high schools, College Summit, virtual courses, credit recovery, and the career cluster concepts are available. The Positive Behavior Intervention Support program (PBIS) is used to address student behavior.

Teacher training focuses on data, differentiation instruction, and flexible grouping to enhance instruction. We continue to use a standards-based curriculum.

The Orangeburg Consolidated School District Four Board of Trustees, superintendent, administrators, faculty, and staff wish to extend our appreciation to students, parents, business and higher education partners, and community members for helping to make this school year a success. We are especially proud of the care and concern shown for our students from all of the stakeholders. Please visit our web page at www.orangeburg4.com for additional information. Your comments and insights on our educational programs are welcomed.

Dr. Floride Calvert, Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 14 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

Corrective Action

The district missed AYP for four years. Sanction: The district implements corrective action(s).

Number of students in their first year of US school.

0

Title I Schools' School Improvement Status

School	Status	School	Status
Carver Edisto Middle	R	Edisto Elementary	R
Edisto Primary	R	Hunter-Kinard-Tyler Elementary	R
Lockett Elementary	RP-DELAY		

The Orangeburg 4 School District consists of 8 public schools with 5 of these schools, or 62.5%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	1808	99.7	39.5	39.8	20.7	74.9	82.8	Yes	Yes
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Gender

Male	960	99.9	43.7	37.8	18.5	70.0	79.3	N/A	N/A
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Female	848	99.5	34.8	42.0	23.2	80.3	86.5	N/A	N/A
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Racial/Ethnic Group

White	915	99.7	29.5	41.3	29.2	82.5	89.5	Yes	Yes
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African American	852	99.8	50.1	38.1	11.8	67.0	73.7	Yes	Yes
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
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Hispanic	26	100.0	47.4	36.8	15.8	52.6	76.5	I/S	I/S
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American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
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Disability Status

Disabled	187	98.9	68.0	23.3	8.7	44.8	52.0	No	Yes
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Migrant Status

Migrant	1	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
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Limited English Proficient

Limited English	18	100.0	53.3	26.7	20.0	46.7	75.1	I/S	I/S
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Socio-Economic Status

Subsided meals	1283	99.9	46.3	39.1	14.7	69.7	75.5	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	1808	99.8	42.7	42.1	15.2	67.4	78.9	Yes	Yes
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Gender

Male	960	99.9	43.9	41.0	15.1	66.3	77.0	N/A	N/A
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Female	848	99.7	41.2	43.4	15.4	68.6	80.9	N/A	N/A
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Racial/Ethnic Group

White	915	99.7	30.8	46.0	23.2	77.5	87.2	Yes	Yes
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African American	852	99.9	55.6	38.0	6.4	56.0	66.7	No	Yes
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.0	I/S	I/S
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Hispanic	26	100.0	36.8	36.8	26.3	73.7	76.0	I/S	I/S
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American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
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Disability Status

Disabled	187	98.9	73.3	19.8	7.0	34.9	45.5	No	Yes
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Migrant Status

Migrant	1	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
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Limited English Proficient

Limited English	18	100.0	40.0	26.7	33.3	73.3	76.1	I/S	I/S
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Socio-Economic Status

Subsided meals	1283	99.9	49.7	40.8	9.6	61.0	70.2	Yes	Yes
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* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	1203	99.6	43.6	45.0	11.4	56.4	67.5
Gender							
Male	626	99.5	46.7	41.5	11.8	53.3	67.0
Female	577	99.7	40.3	48.7	11.0	59.7	68.0
Racial/Ethnic Group							
White	624	99.7	32.1	51.3	16.6	67.9	79.5
African American	553	99.6	57.0	37.3	5.7	43.0	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	16	93.8	41.7	50.0	8.3	58.3	60.7
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	126	100.0	73.5	19.7	6.8	26.5	35.6
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	11	90.9	44.4	44.4	11.1	55.6	59.6
Socio-Economic Status							
Subsided meals	852	99.7	51.4	41.5	7.1	48.6	55.1
Social Studies							
All Students	1208	99.8	40.5	45.0	14.5	59.5	72.3
Gender							
Male	638	99.8	39.3	44.1	16.6	60.7	71.5
Female	570	99.8	41.9	46.0	12.1	58.1	73.2
Racial/Ethnic Group							
White	602	99.8	31.7	45.7	22.5	68.3	80.7
African American	579	99.8	49.4	44.2	6.4	50.6	60.0
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	18	100.0	46.2	46.2	7.7	53.8	68.0
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status							
Disabled	125	100.0	65.0	26.5	8.5	35.0	43.5
Migrant Status							
Migrant	1	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	13	100.0	41.7	50.0	8.3	58.3	67.9
Socio-Economic Status							
Subsided meals	860	100.0	47.0	44.4	8.7	53.0	62.1

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N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	1826	98.4	43.5	41.2	15.4	56.5	70.2	95.3	96.1
Gender									
Male	970	98.0	52.0	37.3	10.7	48.0	63.2	94.9	96.0
Female	856	98.8	33.9	45.5	20.6	66.1	77.5	95.6	96.3
Racial/Ethnic Group									
White	923	98.7	35.3	44.2	20.5	64.7	79.1	94.6	95.9
African American	863	98.0	52.3	37.5	10.2	47.7	57.6	95.9	96.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.2	92.6	97.3
Hispanic	25	100.0	52.6	36.8	10.5	47.4	62.6	96.1	96.5
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	68.7	96.0	94.9
Disability Status									
Disabled	188	91.5	88.0	9.5	2.5	12.0	26.1	94.5	95.2
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	54.7	93.2	96.5
Limited English Proficient									
Limited English	18	100.0	60.0	26.7	13.3	40.0	61.2	96.2	96.8
Socio-Economic Status									
Subsidized meals	1305	98.3	50.6	39.0	10.4	49.4	58.9	95.0	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	296	99.7	49.3	29.6	21.2	50.7
	4	316	99.7	42.1	38.4	19.5	57.9
	5	299	99.7	31.5	51.7	16.8	68.5
	6	308	100.0	37.4	41.3	21.3	62.6
	7	291	99.7	38.3	34.6	27.1	61.7
	8	298	99.7	38.8	42.4	18.7	61.2
Mathematics							
2009	3	296	99.7	56.2	29.2	14.6	43.8
	4	316	99.7	38.4	42.8	18.9	61.6
	5	299	99.7	40.9	43.4	15.7	59.1
	6	308	100.0	36.7	46.5	16.8	63.3
	7	291	100.0	35.7	47.2	17.1	64.3
	8	298	99.7	48.6	43.5	7.9	51.4
Science							
2009	3	145	99.3	64.7	33.1	2.2	35.3
	4	316	99.7	42.1	46.5	11.4	57.9
	5	151	98.7	37.8	54.5	7.7	62.2
	6	155	100.0	48.2	48.2	3.5	51.8
	7	291	99.7	35.3	44.6	20.1	64.7
	8	145	100.0	43.4	41.2	15.4	56.6
Social Studies							
2009	3	150	100.0	43.1	41.6	15.3	56.9
	4	314	99.7	40.0	47.8	12.2	60.0
	5	149	100.0	39.6	49.3	11.1	60.4
	6	153	100.0	26.9	57.9	15.2	73.1
	7	290	99.7	48.1	35.1	16.8	51.9
	8	152	100.0	39.4	43.7	16.9	60.6
Writing							
2009	3	300	98.3	61.2	23.8	15.0	38.8
	4	320	97.8	46.7	42.7	10.7	53.3
	5	302	97.0	41.5	44.3	14.2	58.5
	6	304	99.7	40.5	48.1	11.4	59.5
	7	294	98.6	34.2	37.5	28.3	65.8
	8	306	99.0	36.8	49.6	13.6	63.2

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	308	98.7	19.0	39.8	27.0	14.2	53.6	61.8	No	Yes
Male	144	98.6	27.3	40.2	20.5	12.1	44.7	57.4	N/A	N/A
Female	164	98.8	12.1	39.5	32.5	15.9	61.1	66.1	N/A	N/A
White	148	98.6	10.8	32.4	36.0	20.9	66.2	74.3	No	Yes
African American	156	98.7	26.0	47.3	18.5	8.2	41.8	44.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	55.4	I/S	I/S
Disabled	34	97.1	67.7	9.7	3.2	19.4	29.0	19.4	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	203	98.5	23.2	46.3	22.1	8.4	43.7	45.6	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	308	98.7	27.7	30.8	23.9	17.6	51.6	62.7	No	Yes
Male	144	98.6	33.3	30.3	21.2	15.2	44.7	61.8	N/A	N/A
Female	164	98.8	22.9	31.2	26.1	19.7	57.3	63.6	N/A	N/A
White	148	98.6	16.5	25.9	30.9	26.6	66.9	75.1	No	Yes
African American	156	98.7	37.7	36.3	17.8	8.2	37.0	45.1	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	83.8	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	59.2	I/S	I/S
Disabled	34	97.1	74.2	9.7	9.7	6.5	19.4	21.8	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	203	98.5	35.8	34.7	20.5	8.9	41.1	47.9	No	Yes

Physical Science (End-of-Course Performance by Group)										
All Students	302	91.1	78.1	8.3	3.6	1.0	N/A	N/A	N/A	N/A
Male	140	90.0	77.1	7.1	4.3	1.4	N/A	N/A	N/A	N/A
Female	162	92.0	79.0	9.3	3.1	0.6	N/A	N/A	N/A	N/A
White	145	88.3	67.6	12.4	6.2	2.1	N/A	N/A	N/A	N/A
African American	153	94.8	89.5	3.9	1.3	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	28	89.3	89.3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	197	91.4	86.3	3.6	1.0	0.5	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2008	332	99.1	16.0	36.4	32.0	15.7	61.1	69.7
	2009	308	98.7	19.0	39.8	27.0	14.2	53.6	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	332	99.1	18.8	38.6	34.2	8.5	56.1	67.2
	2009	308	98.7	27.7	30.8	23.9	17.6	51.6	62.7

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.9%	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.7%	0.0%	No
Student attendance rate, grades K-8	95.3%	94.0%*	Yes

* Or greater than last year
** Adjusted to account for natural variation in performance.